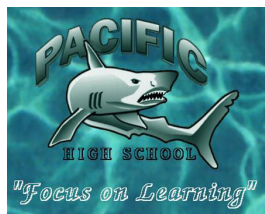


2020-21 School Accountability Report Card

Published January 2022



PACIFIC HIGH SCHOOL
501 COLLEGE DRIVE, VENTURA, CA 93003
(805) 289-7950

DEIDRE MONARRES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear PHS Community,

Welcome to Pacific High School, home of the Sharks! Thank you for your continued support for our "at-promise" Pacific High School students and families. We are very proud of our students' individual growth and resilience and of our collective growth as a school over the last several years. While the Covid-19 pandemic increased barriers for many in our community, it has intensified our schools' commitment to support our students' goals for graduation and their preparation for college and or their future career.

As a California Model Continuation High School, we strive to provide our students with engaging learning opportunities daily. We accomplish this by focusing on project-based learning (PBL) and community outreach, as well by offering Career Technical Education (CTE) classes in our Art, Media, and Entertainment pathway. We are thrilled to see the construction of SaAliyas Ranch on our property which will soon be a 3 acre organic farm. This working farm will provide our students with increased CTE learning opportunities in agriculture, math, science and business.

Pacific High School operates on a daily block schedule that enhances student learning and engagement while providing students and staff with increased opportunities to build on our core values of: Relationships, Routines, Responsibility, Respect, Results. Our school-wide first period class offers English Language Arts intervention and credit recovery via literature studies. All PHS students read and analyze several novels throughout the school year while participating in extended writing projects. First period is also our foundation for explicit Social Emotional Learning (SEL). All students participate in these important skill-building activities throughout the year.

With the help of several federal and state grants, PHS has been able to increase student support services in several areas. We have a full-time learning director administrator to strengthen our multi-tiered systems of support (MTSS). This administrator provides extensive professional development for our staff while also supporting academic, behavioral and social-emotional interventions for our students. PHS has

also hired a college and career counselor to better support our seniors in their post-graduation plans.

Board of Education

MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG
VELMA LOMAX

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

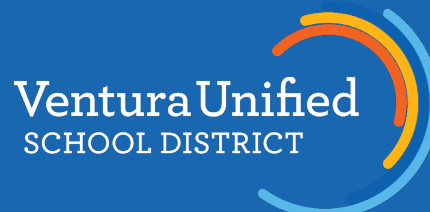
MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
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And our after school program, Youth Activities, will be in operation daily one hour before school and two hours after school. Students may participate in a variety of enrichment activities and or school clubs during this time that earn them elective credits towards graduation.

As a part of our WASC growth plan, PHS is revising our school this year with plans to complete this process in the Spring of 2022. Covid-19 delayed our work in this process last year, so we are truly looking forward to sharing our new vision, mission, and student learning outcomes with our community this year.

It is an honor and privilege to serve our youth and families at Pacific High School. We invite you to visit our school to learn more about our outstanding programs and how we support our students' academic success.

Sincerely,
Deidre Monarres, Principal

District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades

transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Pacific High School

Pacific High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-21 school year, 168 students were enrolled, including 6.5% in special education, 39.3% qualifying for English Language Learner support, 12.5% homeless, 1.8% foster youth, and 89.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	35.7%	Grade 9	21
Male	64.3%	Grade 10	60
Non-Binary	0.0%	Grade 11	46
American Indian or Alaskan Native	0.6%	Grade 12	41
Asian	0.0%		
Black or African American	1.8%		
Filipino	0.0%		
Hispanic or Latino	76.8%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	1.8%		
White	19.0%		
English Learners	39.3%		
Foster Youth	1.8%		
Homeless	12.5%		
Migrant	0.0%		
Socioeconomically Disadvantaged	89.9%	Total Enrollment	168
Students with Disabilities	6.5%		

Pacific High School's core values are centered around Relationships, Routines, Responsibility, Respect, and Results. We believe that all students, regardless of their past academic challenges at their previous high schools, can be successful. Pacific High School focuses on the whole-child, prioritizes both academic and social-emotional growth and views all students and families through a strength-based lens.

Pacific High School has grown significantly over the last 6 years; this is demonstrated by our many school-wide program improvements and the six-year WASC accreditation we received in June of 2020. As a result of this growth, PHS will be working in the 2021-2022 school year to re-vision the

school so that our daily work is better aligned with our new goals to prepare all students for college and career readiness in the 21st century.

One of the largest program improvements has been the increase in Career Technical Education courses at PHS. PHS is the home of a strong Arts, Media and Entertainment pathway that offers Graphic Art and Production as well as Video and Media Production courses. PHS will also be the home of the new VUSD Agricultural Pathway and will be breaking ground on the new 5 acre campus farm this Spring.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The SARC provides the following information relevant to the State priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4)

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8)

- Pupil outcomes in the subject area of physical education

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3)

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Pacific		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	NT	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress						
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11						
Percentage of Students Meeting or Exceeding the State Standards						
	Pacific		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2020-21					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	41	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaskan Native					
Asian					
Black or African American	--	NT	NT	NT	NT
Filipino					
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander					
Two or More Races					
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	19	NT	NT	NT	NT
Students Receiving Migrant Education Services					
Students with Disabilities	--	NT	NT	NT	NT

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)										
2020-21										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	153	NT	NT	NT	NT	153	NT	NT	NT	NT
Female	81	NT	NT	NT	NT	81	NT	NT	NT	NT
Male	72	NT	NT	NT	NT	72	NT	NT	NT	NT
American Indian or Alaskan Native										
Asian										
Black or African American										
Filipino										
Hispanic or Latino	142	NT	NT	NT	NT	142	NT	NT	NT	NT
Native Hawaiian or Pacific Islander										
Two or More Races	--	NT	NT	NT	NT	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT	--	NT	NT	NT	NT
English Learners	56	NT	NT	NT	NT	56	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Homeless										
Military										
Socioeconomically Disadvantaged	134	NT	NT	NT	NT	134	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT	--	NT	NT	NT	NT
Students with Disabilities	35	NT	NT	NT	NT	35	NT	NT	NT	NT

Note: NT values indicate this school did not test students using the CAASPP for ELA.

Double dashes (--) appear in the table when the number of students in this category is too small for statistical accuracy or to protect student privacy.

PARENT INVOLVEMENT

Pacific High School builds relationships with all families and welcomes regular parent involvement. Annually, we greet every single new and returning family at our August orientations. This is an important first step for all families every new academic school year.

Our largest and most successful parent group is our English Learner Advisory Committee (ELAC). This group meets 4-6 times per year and helps us meet our academic goals for our English Language Learners.

PHS also welcomes 2-3 parent volunteers annually to the School Site Council Committee. This important committee also meets 4-6 times per year and reviews and approves our school budgets, safety plan, and school plan for student achievement.

Pacific High School uses Parent Square to communicate weekly with our families and provides all families with a weekly bulletin in English and Spanish. Parents and guardians are encouraged to communicate often with their homeroom teacher and school counselor.

Parents/Guardians are welcome to also volunteer on:

- Model School Focus Groups
- WASC Focus Groups
- School Events and Assemblies
- After School Program - Youth Activities

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results

are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Pacific High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative District and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results			
2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Pacific High School's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. The District's

Early Childhood Center, First Step Jump Start, and First Five Centers are located on Pacific High's campus. Campus repair and/or improvement projects the 2020-21 school year include the following:

- Installation permanent shade structures for the pre-school playground
- Construction of a 5-acre farm including an avocado and citrus orchard, row crops, and several farm buildings/classrooms
- Relocation of the primary PHS physical education field and improvement of the physical education outdoor areas to include fencing

Campus Description	
Year Built	1956
Acreage	9.2
Bldg. Square Footage	35329
	Quantity
# of Permanent Classrooms	15
# Portable Buildings	0
# of Restrooms (student use)	3
Cafeteria/Multipurpose Room	1
Computer Lab	3
Library	1
Weight Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and three campus supervisors monitor the campus, entrance areas, and designated common areas. Support staff, three campus supervisors, two counselors, and both administrators monitor student activities during the nutrition break. At the end of the day when students are dismissed, support staff, three campus supervisors, two counselors, and both administrators monitor student behavior and ensure students either leave campus in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, the custodian, campus supervisors, counselor, administrators, office staff, and some teachers carry hand-held radios while on campus.

Pacific High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status			
Item Inspected	Repair Status		
	Good	Fair	Poor
Inspection Date: October 6, 2021	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces	✓		Lower Campus Admin - Ceiling tiles falling in main office, attendance office, and room A; Classroom 12 - Broken ceramic tile at the sink countertop; Classroom 17 - Missing cove base at the south wall, broken VCT tile by the teacher's desk; Classroom 18 - VCT is lifting and loose under sink cabinet; Classroom 20 - Floor base missing at the south wall
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		Building A Boys RR - Right sink is out of order; Room 9 Computer Lab - Drinking fountain has low water flow; Building D Boys RR - Left sink is out of order, center urinal runs excessively long after flushing
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Pacific High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2021.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Pacific High School on an annual basis in accordance with Education Code §17592.72(c)(1). Pacific High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 6, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one part-time evening custodian are assigned to Pacific High School. The day custodian is responsible for:

- Restrooms
- Cafeteria
- Classrooms
- Office Areas
- Auditorium Setup/Cleanup
- General Cleaning and Custodial Functions

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Restrooms
- Classrooms
- Routine Maintenance

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

Pacific High School's discipline policies are based upon a school wide Multi-Tiered System of Support (MTSS) plan, which is used as a guide to: 1) develop high expectations for student achievement and behavior, 2) improve school-wide processes and procedures 3) collect and analyze data, and 4) create a variety of positive behavior support for all students.

Pacific teachers, administrators and counselors are trained in multiple behavior models to help de-escalate and manage student behaviors and promote respectful, responsible choices. Our Restorative practices support the whole child and include interventions for academics, behavior, and the social emotional needs of our students.

Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. During enrollment orientation, students and parents/guardians are advised of our school-wide behavior expectations. As needed, administrators may visit individual classrooms to reinforce the importance of following school rules and making responsible, respectful choices in behavior. Pacific High School employs a Restorative and Progressive approach that both supports and manages students who struggle with inappropriate school behavior, following school rules, or who regularly disrupt a positive learning environment.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.38%	0.00%
Female	0.00%	0.00%
Male	0.57%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.49%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.70%	0.00%
Socioeconomically Disadvantaged	0.43%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Teaching Load

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2018-19				
English	6	41	2	
Math	9	11		1
Science	7	8		
Social Science	9	20	2	
2019-20				
English	7	33	1	1
Math	11	11	1	1
Science	7	9		
Social Science	9	22	1	2
2020-21				
English	5	71		
Math	10	15		
Science	5	20		
Social Science	5	35		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Pacific High School for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days

Suspensions and Expulsions									
	Pacific			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	15.60%	26.49%	0.38%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.00%	2.65%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	265	243	127	52.3
Female	90	84	47	56
Male	174	159	80	50.3
American Indian or Alaska Native				
Asian	2	1	1	100
Black or African American	4	4	2	50
Filipino				
Hispanic or Latino	203	186	92	49.5
Native Hawaiian or Pacific Islander				
Two or More Races	5	3	3	100
White	51	49	29	59.2
English Learners	86	79	44	55.7
Foster Youth	7	5	2	40
Homeless	27	26	17	65.4
Socioeconomically Disadvantaged	233	216	115	53.2
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	16	16	13	81.3

the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Dropouts & Graduation Rates

Pacific High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring academic progress every five weeks, parent conferences, counseling, independent study, home visits, SART process, Restorative Justice process, Student Success Team process, Shark Senate, online credit recovery, after school tutoring, concurrent enrollment in adult education, and concurrent enrollment in community college. Teachers extract strategies and techniques from the RtI² model to encourage student success in both behavior and academics. Understanding that the needs of each

student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2019-20, data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates			
	Pacific		
	18-19	19-20	20-21
Dropout Rate (%)	19.4	41.6	14.1
Graduation Rate (%)	41.7	32.6	39.1
VUSD			
Dropout Rate (%)	3.6	1.9	6.9
Graduation Rate (%)	92.8	94.4	86.3
CA			
Dropout Rate (%)	9.6	9	6.8
Graduation Rate (%)	83.0	84.5	68.2

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	92	36	39.1
Female	37	18	48.6
Male	54	18	33.3
Non-Binary	--	--	--
American Indian or Alaska Native			
Asian			
Black or African American	--	--	--
Filipino			
Hispanic or Latino	69	26	37.7
Native Hawaiian or Pacific Islander			
Two or More Races			
White	22	9	40.9
English Learners	28	9	32.1
Foster Youth	--	--	--
Homeless	28	8	28.6
Socioeconomically Disadvantaged	84	29	34.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Pacific High School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

- History-Social Science Adoption Implementation Training
- Multi-Tiered Systems of Support (MTSS)
- Next Generation Science Standards Pilot/Adoption Training
- School Safety
- Social Emotional Learning (SEL)
- Special Education
- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

2021-22 Trainings:

- Model-Based Biology Curriculum Training
- Curriculum Refresher
- Intro Engage New York Training
- Intro MVP Training
- Intro McGraw-Hill Training
- ALEKS Online Math
- Canvas
- Implicit Bias

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, Pacific High School's staff development activities concentrated on:

- College & Career Readiness
- Distance Learning, including Canvas and Google Classroom Applications
- MTSS including: Culturally Proficient Instruction, Restorative Practices, and Trauma Informed Practices
- Next Generation Science Standards (NGSS) - New Curriculum Adoption

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	*	McGraw Hill: <i>StudySync</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
2021	*	Bedford, Freeman & Worth: Calculus for the AP Course	0%
Science			
2021	*	Discovery Education: <i>Earth & Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
Social Science			
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2019	*	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2018	*	Various Sources: <i>Ethnic & Social Justice Studies</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	0%

English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

COLLEGE PREPARATION & WORK READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Pacific High School offers only those classes required to earn a high school diploma. Students may take college level courses at a local community college while simultaneously enrolled at Pacific High School. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University website at <http://www.calstate.edu/admission/>.

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	77.3
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**Most current data available.*

Admission Requirements for California Public Universities University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California website at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local

Career Readiness

Upon enrollment, students meet with their school-based counselor to create their high school academic plan for graduation and are introduced to all available courses including career technical education courses, college courses and adult education courses. In addition all students participate in an annual college and career survey. The data from this survey is evaluated by the counseling and administrative teams. Students meet with their academic counselor quarterly and discuss college and career options. In addition to these quarterly conferences, seniors meet multiple times throughout the year with the PHS college and career counselor. Together, they make plans for post high school programs in Community Colleges, Trade Schools, Adult and Continuing Education, and the military, or they work together to build their resumes for employment immediately after high school.

Students at Pacific High School who work part time jobs are eligible to earn Work Experience elective credits. Work experience students work with their employers who provide on the job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision from a PHS teacher, designed to ensure maximum educational benefit from part-time job placement.

For more information on career technical programs and work experience, contact the PHS counseling office.

For more information on career technical programs, CEC, workability, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2020-21	
Total Number of Students Participating in CTE Programs	121
Percentage of Students Completing a CTE Program and Earning a High School Diploma	
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

PROFESSIONAL STAFF

Counseling & Support Staff

Pacific High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Pacific High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2020-21		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Psychologist	1	0.3
School Nurse	1	0.2

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Teacher Assignment

The charts below identify the number of teachers at Pacific High School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Pacific High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

SARC DATA

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Pacific High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	Pacific	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	21,174	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,996	N/A	N/A	N/A	N/A
Unrestricted (Basic)	18,178	6,041	300.9%	8,444	71.5%
Average Teacher Salary	48,732	78,453	N/A	86,376	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

